

# Lesson Plan

**Course Title**

Career and Family Leadership

**Lesson Title**

Healthy Relationships

**Practical Problem**

What should be done about developing interpersonal communications?

**References Used for this Lesson**

Montgomery, Bette: *Career and Family Leadership*, University of Missouri-Columbia, 2002.  
Instructional Materials Laboratory, University of Missouri-Columbia

Family, Career and Community Leaders of America, Inc. *Planning Process, STAR Events, STOP the Violence*. Reston, VA.

**Background Information for this Lesson**

Career and Family Leadership, Content Module 2

## External Alignment

**Program Goal Addressed**

(Use this area to identify how your program goal links to this lesson.)

**Missouri Family and Consumer Sciences Competencies Addressed**

C.1 Analyze qualities of positive relationships (Analysis)

**Missouri Show-Me Goals/Standards Addressed**

1.6 Discover and evaluate patterns and relationships in information, ideas and structures  
HP2 Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)

**National Family and Consumer Sciences Standards Addressed**

13.1.4 Determine factors that contribute to healthy and unhealthy relationships.

## Internal Alignment

**Course/Performance/Enabling Objectives(s) for Competency**

1. Describe characteristics of a positive relationship. (Knowledge)
2. Examine characteristics of positive relationships. (Analysis)
3. Compare and contrast relationship skills. (Analysis)

## Instructional Strategies

1. Describe characteristics of a positive relation. (Knowledge)

Ask the students to develop a T-chart of characteristics of a positive relationship.

Categories to include in the T-chart would be: what does a positive relationship feel like, look like and sound like. Post the T-charts on the wall. Given a scenario the students will name appropriate relationship characteristic for that situation.

Positive Relationships		
Looks like	Sounds like	Feels like
Eye contact Caring	soft words silence (listening)	comforting warm

2. Examine characteristics of positive relationships. (Analysis)

Using Activity Sheet #4: "Positive Relationship Qualities", p. 101 (*Career and Family Leadership*) identify these relationship qualities on the T-chart. Use the activity sheet to rate yourself on each of the positive relationship qualities listed.

3. Compare and contrast relationship skills. (Analysis)

In small groups, complete a jigsaw puzzle while role-playing one of the positive relationship qualities from Activity Sheet 4. Write "cooperative", "tactful", "motivated" etc. on separate slips of paper to determine which quality to role-play. As a group summarize your conclusions to this activity. Compare your reactions with the other class groups.

### Questions for Discussion/Formative Assessment

1. How difficult was it to role-play a quality that you felt uncomfortable with?
2. What are some examples of positive relationships in the family, school, work, and community?
3. What meanings are associated with each of the positive relationship qualities?
4. What motive is there to demonstrate positive relationship qualities?

## Assessments

### Paper/Pencil:

1. List 8 positive relationship characteristics and give an example of one quality a person would demonstrate with that characteristic. (Knowledge)
2. Write a short story identifying the positive relationship qualities that should be demonstrated in preventing a school bullying incident. (Application)

### Classroom Experience:

1. Develop a T-chart of positive relationship qualities. (Application)
2. Analyze the reactions to the role-playing of positive relationships. Prepare a report to compile group reactions to this activity. (Analysis)

### Application to Real Life:

1. Using the FCCLA "Planning Process" develop an individual, school, or community project designed to strengthen your interpersonal communications. Enter your project in the "Interpersonal Communications" category of STAR Events. (Application, Leadership)
2. Use the FCCLA STOP the Violence program CD to examine motives for bullying. Implement an "Anti-Bullying" campaign for your school. Use the national STOP the Violence report form from the program CD to evaluate project. (Analysis, Leadership)

# Lesson Plan

**Course Title**

Career and Family Leadership

**Lesson Title**

What are qualities of positive relationships?

**Practical Problem**

What should I do about various relationships in my life?

**References Used for this Lesson**

Montgomery, Bette: *Career and Family Leadership*, University of Missouri-Columbia, 2002.  
Instructional Materials Laboratory, University of Missouri-Columbia

*Alternative Assessment: A Family and Consumer Sciences Teacher's Tool Kit*, Ohio State University, 1996. Vocational Instructional Materials Laboratory

Family, Career and Community Leaders of America, Inc. *Dynamic Leadership, STAR Event*.  
Reston, VA.

*Implementation Handbook for Family and Consumer Sciences*, University of Missouri-Columbia, 2001. Instructional Materials Laboratory, University of Missouri-Columbia.

**Background Information for this Lesson**

Career and Family Leadership, Content Module 2

## External Alignment

**Program Goal Addressed**

(Use this area to identify how your program goal links to this lesson.)

**Missouri Family and Consumer Sciences Competencies Addressed**

C.1 Analyze qualities of positive relationships

**Missouri Show-Me Goals/Standards Addressed**

1.6 Discover and evaluate patterns and relationships in information, ideas and structures  
HP2 Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)

**National Family and Consumer Sciences Standards Addressed**

13.1.4 Determine factors that contribute to healthy and unhealthy relationships

## Internal Alignment

**Course/Performance/Enabling Objectives(s) for Competency**

1. Define "relationship". (Knowledge)

2. Identify different types of relationships. (Application)
3. Compare and contrast two of the types of relationships. (Analysis)
4. Examine characteristics of positive and negative relationships. (Analysis)

### **Instructional Strategies**

1. Define “relationship”. (Knowledge)

Use think-pair-share to have students answer the question “What is a relationship?”

Have a class consensus on the definition of relationship. Ask each student to write the class definition on a card and use as exit slip.

2. Explain the different types of relationships. (Application)  
Ask the students to brainstorm on large sheets of butcher paper types of relationships. Review the meaning of brainstorming and the rules that are a part of brainstorming. Include that brainstorming is a communication technique.

### *Questions for Discussion/Formative Assessment*

1. *How did brainstorming help you to come up with different types of relationships?*
2. *When would using brainstorming be a good communication technique?*

Provide a case study of a teenager’s normal day. Ask students to identify all relationships portrayed in the case study.

3. Compare and contrast two types of relationships. (Analysis)  
Ask each student to select two of the relationship types to compare and contrast using a “Venn Diagram”. Demonstrate the use of the “Venn Diagram”. For information and an example of a “Venn Diagram” see pp. 71 and 73. (*Authentic Assessments*)

### *Questions for Discussion/Formative Assessment*

1. *What is the purpose of using the Venn diagram?*
2. *When would using a Venn diagram be effective?*
3. *What did you discover about the two relationships that you compared and contrasted?*

Use a Venn diagram to compare and contrast two types of relationships.

4. Examine characteristics of positive and negative relationships. (Analysis)  
Use 2 T-charts (looks like & sounds like), one for positive relationship characteristics and one for negative characteristics. Use FCCLA handout, “*Feedback in Focus*” p. 52 (*Dynamic Leadership*) for sharing positive and negative reactions. Place students in small groups of 3-4 to complete this project.

As a part of the examination process, respond to the following questions:

1. *What effect has technology had on relationship characteristics of individuals/groups?*
2. *How do positive relationship characteristics affect the dynamics of a group?*
3. *How do negative relationship characteristics affect the dynamics of a group?*
4. *What can be done to change the negative characteristics to positive?*

Each group should prepare to present their examination of the characteristics of positive and negative relationships. Use FCCLA “Illustrated Talk” (*STAR Event*) or “Model Assessments” Section 6, p. 9, for a scoring guide (*Implementation Handbook*). Post the T-charts on a bulletin board. (Analysis, Leadership, Technology)

### *Questions for Discussion/Formative Assessment*

- 1. How did developing the T-chart help examine the characteristics of positive and negative relationships?*
- 2. Why do you think it is important to recognize the characteristics of positive and negative relationships?*
- 3. What evidence can you find in your community of positive and negative relationship characteristics?*
- 4. How can you use this evidence to make your community/yourself better?*
- 5. How can you use leadership skills to make your community/yourself better?*

### **Assessments**

#### Classroom Experience:

1. Write the class definition of relationships on a card and use it as an exit slip to leave the classroom that day. (Knowledge)
2. Given a case study, identify all relationships portrayed. (Application)
3. On a Venn diagram, compare and contrast two relationships. (Analysis)

#### Application to Real Life:

1. As a group of 3-4, students present their examination of positive and negative characteristics in relationships. Include the lesson questions and responses from Instructional Strategy #4 as a part of the presentation. (Analysis)
2. Students use the FCCLA “Illustrated Talk” format and score sheet, or the scoring guide on p. 9, Section 6 – “Model Assessments” in the *Implementation Handbook* to assess the presentation in Application to Real Life Assessment #1. Students post their final project on a bulletin board. (Analysis, Leadership, Technology)

# Lesson Plan

**Course Title**

Career and Family Leadership

**Lesson Title**

Building Positive Relationships

**Practical Problem**

What should be done to build a positive relationship?

**References Used for this Lesson**

Montgomery, Bette: *Career and Family Leadership*, University of Missouri-Columbia, 2002.  
Instructional Materials Laboratory, University of Missouri-Columbia

Family, Career and Community Leaders of America, *Dynamic Leadership, Planning Process*, Reston, VA, 1999.

**Background Information for this Lesson**

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**National Family and Consumer Sciences Standards Addressed**

13.1.4 Determine factors that contribute to healthy and unhealthy relationships

## Internal Alignment

**Course/Performance/Enabling Objectives(s) for Competency**

1. Define a positive relationship. (Knowledge)
2. Distinguish between positive and negative feedback for improving relationships. (Analysis)
3. Demonstrate communication skills that contribute to positive relationships. (Comprehension)
4. Apply communication skills to build positive relationships. (Application)

## Instructional Strategies

### 1. Define a positive relationship. (Knowledge)

Leaders know how to forge relationships that work. They know that they do not have to be friends with everybody, but they do need to establish strong working relationships with a variety of people. Give students a definition for a positive relationship. Using the definition ask each student complete the worksheet, "Communication Unlocks Relationships" p. 48 (*Dynamic Leadership*).

Ask each student to identify the area that they need the most improvement in.

### Questions for Discussion/Formative Assessment

1. *How did you use the definition to help you complete the worksheet?*
2. *What are some ways that you can take the lead to improve you communication skills?*

### 2. Distinguish between positive and negative feedback for improving relationships (Analysis)

Ask students to read "Feedback in Focus" p. 52 (*Dynamic Leadership*). Given new scenarios for each area ask each student to write a "focus on" statement for that area. (e.g., side conversations; project was not completed; time is important; writes very well; handed in an incomplete report; provided negative feedback to the group.)

Pair up with another student to share your statements. Each student should write down the statements so they will have a list of possible responses for each scenario.

### Questions for Discussion/Formative Assessment

1. *How difficult was it to provide positive and negative reactions?*
2. *How could the feedback provided affect relationships?*
3. *What motive is there to provide feedback that focuses on the problem?*
4. *How did your statement match the statements of others?*
5. *How can you use "focus statements"?*

### 3. Demonstrate communication skills that contribute to positive relationships. (Comprehension)

Make a list of activities and games that are designed to strengthen relationships. Share your list with the class. Make a comprehensive list of all ideas. Select an activity to share with your family/friends. Be prepared to share the results of your activity. (*Technology*)

### Questions for Discussion/Formative Assessment

1. *How do the activities and games on the list work to strengthen relationships?*
2. *Which activities/games have you participated in before?*
3. *How has technology affected activities/games?*
4. *Which activity/game would you like to share with your family/friends?*
5. *How do you think this activity/game will strengthen your relationships?*

### 4. Apply communication skills to build positive relationships. (Application)

Honest feedback builds relationships and improves leadership. Provide feedback to each class member by completing one of the following lead-in sentences: "I would like to tell you that..." "I feel that..." or "Would you please..." Finish one lead-in sentence for each class member and hand in the forms. The teacher should review the comments and share appropriate comments with each class member. (this activity is from FCCLA *Dynamic Leadership* p. 49) (*Communication, Leadership*)

### Questions for Discussion/Formative Assessment

1. *What focus on statements did you use to provide feedback to class members?*
2. *How did completing statements for each class member help you become more confident in building positive relationships?*
3. *How would you use the information you received from your class members to help you build positive relationships?*
4. *How would this information help you to be a more dynamic leader?*

## **Assessments**

Paper/Pencil:

1. Given a list of positive and negative feedback statements, determine if the statement is positive or negative. Rephrase the negative statements to positive. (Analysis)
2. Write a paragraph with conclusions about the effect the activity/game selected in Instructional Strategy #3 had on creating positive relationships. (Analysis)

Classroom Experiences:

1. The student will rephrase negative feedback statements to make them positive-See Instructional Strategy #2. (Comprehension)

Application to Real Life:

1. Choose a project to complete from FCCLA *Dynamic Leadership*, p. 51. Use the FCCLA "Planning Process" as a guide. Evaluate the project's success with a scoring guide. (Application)